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ABSTRACT

With this instructional guide, teachers of eighth-grade family and consumer sciences courses can help their students create a school-to-work career portfolio and accomplish the following behavioral objectives during the process: demonstrate skills/attitudes essential for job interviews; describe the importance of academic and occupational skills in the workplace; understand the importance of personal skills/attitudes to job success; describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations; demonstrate knowledge of exploratory processes and programs; practice effective group membership skills; identify the applications of academic skills in various occupations; use school and community resources to learn about occupational groups; and identify possible outcomes of decisions. Included in the guide are the following: statement of the philosophy underlying the portfolio project; long-range goals of the school-to-work career portfolio development activity; assessment criteria; activity outline; list of portfolio activities; suggested activities; and suggested activity extensions. Appendixes constituting approximately 90% of this document include the following: detailed instructions for designing a school-to-work career portfolio; sample portfolio covers; interest inventory; skill inventory; sample work permit, job applications, job interview form, and interview thank-you note; learning activities; guide to after-school jobs; and a list of 18 suggested readings. (MN)

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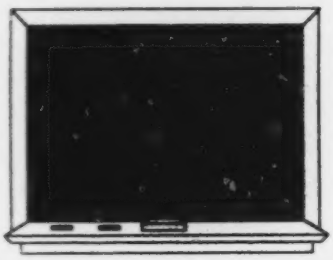
ED 401 447

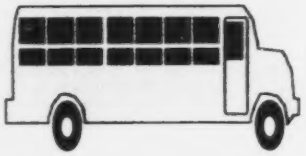
SCHOOL-TO-WORK CAREER PORTFOLIOS

INSTRUCTIONAL GUIDE
FAMILY & CONSUMER SCIENCE

LINDA DUFFY

LIFE SKILLS INSTRUCTOR - GRADE 8
PARKER MIDDLE SCHOOL - CHELMSFORD, MA





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PHILOSOPHY

AS OUR ECONOMY BECOMES MORE SKILLS ORIENTED, WITH ALMOST 80% OF NEW JOBS REQUIRING MORE THAN A HIGH SCHOOL DIPLOMA BUT LESS THAN A FOUR YEAR COLLEGE DEGREE, SMOOTH ENTRY INTO THE WORKPLACE WILL BE MORE DIFFICULT FOR MANY YOUNG ADULTS WHO ARE CURRENTLY COLLEGE BOUND.

LIFETIME EMPLOYMENT IN THE SAME JOB OR WITH THE SAME COMPANY IS NOW THE EXCEPTION RATHER THAN THE RULE. CURRENTLY OUR SCHOOLS ARE NOT SYSTEMATICALLY PREPARING STUDENTS TO ENTER THE WORK FORCE.

THIS INSTRUCTIONAL GUIDE PROVIDES A VEHICLE FOR STUDENTS TO CREATE A SCHOOL-TO-WORK CAREER PORTFOLIO. IT IS WRITTEN SPECIFICALLY FOR STUDENTS IN THE EIGHTH GRADE AND MAY BE CONSTRUCTED WITHOUT ADDED COST TO THE SCHOOL.

PRIOR TO CAREER SELECTION, STUDENTS WILL COMPLETE INTEREST INVENTORIES, EXPLORE A VARIETY OF ENTRY LEVEL AND PROFESSIONAL CAREERS AND ASSESS AND PRIORITIZE JOB VALUE CONSIDERATIONS.

GENERALIZATIONS

-WORK SATISFIES OUR BASIC HUMAN DESIRE TO BE USEFUL AND ACTIVE AT THE SAME TIME GIVING OUR LIVES FOCUS AND MEANING.

-ACCORDING TO 1990 FIGURES IN THE **DIGEST OF EDUCATIONAL STATISTICS,** ONLY ONE OF EVERY FOUR YOUNG ADULTS FINISHES FOUR YEARS OF COLLEGE

-THE AVERAGE PERSON WILL CHANGE JOBS / CAREERS AT LEAST FIVE TIMES.

-VOLUNTEER WORK AND PART -TIME JOBS PROVIDE HELPFUL EXPERIENCE IN WORKING TOWARDS CAREER GOALS.

-IT IS IMPORTANT TO BEGIN EXPLORING ONES INTERESTS, SKILLS AND APTITUDES AS EARLY AS POSSIBLE TO FACILITATE ATTAINMENT OF CAREER GOALS.

-THE AMOUNT OF EDUCATION AND TRAINING WILL VARY GREATLY FOR A VARIETY OF SPECIFIC JOBS.

LONG-RANGE GOALS

THROUGH THE PORTFOLIO PROCESS, STUDENTS WILL OBTAIN THE FOUNDATION NECESSARY TO FIND AND HOLD A GOOD JOB AND IDENTIFY AND ARTICULATE THEIR OWN OCCUPATIONAL COMPETENCIES AND CAREER GOALS. STUDENTS WILL BE ABLE TO:

-DEMONSTRATE SKILLS AND ATTITUDES ESSENTIAL FOR A JOB INTERVIEW.

-DESCRIBE THE IMPORTANCE OF ACADEMIC AND OCCUPATIONAL SKILLS IN THE WORK WORLD.

-DEMONSTRATE AN UNDERSTANDING OF THE IMPORTANCE OF PERSONAL SKILLS AND ATTITUDES TO JOB SUCCESS.

- DESCRIBE THE RELATIONSHIP OF PERSONAL ATTITUDES, BELIEFS, ABILITIES AND SKILLS TO OCCUPATIONS.

-DEMONSTRATE KNOWLEDGE OF EXPLORATORY PROCESSES AND PROGRAMS.

-PRACTICE EFFECTIVE GROUP MEMBERSHIP SKILLS.

-IDENTIFY HOW THE SKILLS TAUGHT IN SCHOOL SUBJECTS ARE USED IN VARIOUS OCCUPATIONS.

-USE SCHOOL AND COMMUNITY RESOURCES TO LEARN ABOUT OCCUPATIONAL GROUPS.

-IDENTIFY POSSIBLE OUTCOMES OF DECISIONS.

ASSESSMENT

COMPLETED PORTFOLIOS ARE ASSESSED ON THE FOLLOWING CRITERIA:

*ACCURACY OF INFORMATION
*COMPLETENESS
*CREATIVITY
*FOLLOWING DIRECTIONS
*EVIDENCE OF UNDERSTANDING
*KNOWLEDGE OF CONTENT
*ORIGINALITY
*SELF ASSESSMENT
*VISUAL APPEAL
*NEATNESS

CONCEPTUAL FRAMEWORK - SCHOOL-TO-WORK CAREER PORTFOLIOS

I. INTRODUCTION

A. COURSE OVERVIEW
B. COURSE OBJECTIVES

II. EXPLORATION ACTIVITIES

A. TELL ME ABOUT YOU - INTRODUCTORY STUDENT INFORMATION
B. INVESTIGATE THE WORK FORCE
C. DETERMINE IMPORTANT JOB FACTOR CONSIDERATIONS
D. IDENTIFY BASIC SKILLS, THINKING SKILLS AND PERSONAL QUALITIES
E. WHEEL OF PROMISE
F. WHAT IS YOU IDEAL JOB?
G. CAREER DECISION MAKING - LEVEL I - INTEREST INVENTORY
H. OBTAINING A WORK CARD IF YOU'RE UNDER SIXTEEN YEARS OLD
I. BIO-POEMS
J. CREATE A 60-SECOND INFOMERCIAL

III. CONSTRUCTION OF THE PORTFOLIO

A. ARTICLE CRITIQUE OF POPULAR ENTRY LEVEL JOBS FOR TEENS
B. SELECTION OF AN ENTRY LEVEL JOB
C. SELECTION OF FIRST CAREER CHOICE
D. CAREER RESEARCH AND SUMMARY
E. CONSTRUCT ROUGH DRAFT OF CAREER PORTFOLIO

IV. JOB APPLICATIONS AND INTERVIEWS

A. EXPLORE APPLICATION PROCESS
B. COMPLETE A JOB APPLICATION
C. SELF-APPRAISAL
D. EXPLORE INTERVIEW PROCESS
E. FORMULATE ANSWERS TO STANDARD INTERVIEW QUESTIONS
F. CONDUCT MOCK INTERVIEWS
G. CRITIQUE INTERVIEW PERFORMANCE (RATING SCALE)
H. INTERVIEW ACKNOWLEDGEMENTS (THANK-YOU NOTES)

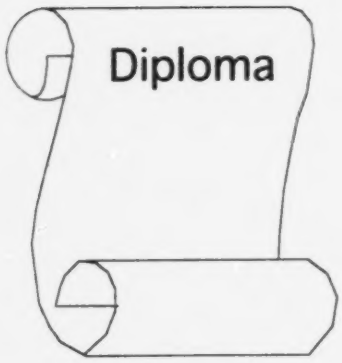
V. FIRST DAY ON THE JOB

A. W-4 FORM TERMS
B. COMMUNICATION EXERCISE - TURNING NEGATIVE STATEMENTS INTO POSITIVE ONES.
C. COMPLETE FINAL DRAFT CAREER PORTFOLIO - LAMINATE

CONCEPTUAL FRAMEWORK - CONTINUED

IV. CONCLUSION

A. REVIEW AND ORGANIZE PORTFOLIO CONTENTS
B. SHOWCASE AND SHARE COMPLETED PORTFOLIOS WITH PEERS
C. VISIT HIGH SCHOOL CAREER CENTER
D. OBTAIN DETAILED COMPUTER PRINT-OUTS ABOUT SELECTED CAREERS USING SOFTWARE PROGRAMS IN CAREER CENTER.
E. INVESTIGATE A VARIETY OF JOB SOURCES AVAILABLE IN THE COMMUNITY.
F. SUBMIT FINAL PORTFOLIO TO MIDDLE SCHOOL GUIDANCE COUNSELOR FOR REVIEW WITH INDIVIDUAL STUDENTS.
G. SEND COMPLETED PORTFOLIOS TO HIGH SCHOOL GUIDANCE COUNSELORS TO BE HOUSED IN THE CAREER CENTER FOR FOR FUTURE REFERENCE.



SCHOOL-TO-WORK CAREER PORTFOLIO ACTIVITIES LISTING

* ITEMS ARE THOSE WHICH ALSO SERVE AS A MEANS OF EVALUATION

*TELL ME ABOUT YOU - STUDENT QUESTIONNAIRE

*INVESTIGATING THE WORK FORCE - PARENT INTERVIEW

JOB FACTOR CONSIDERATIONS

*PLANNING FOR THE FUTURE - DETERMINING POSITIVE PERSONAL SKILLS

WHEEL OF PROMISE - SKILLS CLARIFICATION

*WHAT IS YOUR IDEAL JOB QUESTIONNAIRE ACTIVITY

*CDM - LEVEL 1 - HARRINGTON - O'SHEA INTEREST INVENTORY

WORK CARDS FOR STUDENTS UNDER 16 YEARS OF AGE

*CREATE A BIO-POEM

*CREATE A 60 SECOND INFOMERCIAL TO MARKET YOUR SKILLS

*ARTICLE CRITIQUE - THE ULTIMATE AFTER-SCHOOL JOB GUIDE

SUMMARY OF TEEN JOBS: THE BASICS

*CAREER RESEARCH SUMMARY WORKSHEET

*CONSTRUCT PORTFOLIO ROUGH DRAFTS

JOB APPLICATION INFORMATION PACKET

*COMPLETION OF APPLICATION FORM

SELF-APPRAISAL WORKSHEET

*JOB INTERVIEW PREPARATION WORKSHEET

*MOCK INTERVIEWS

*INTERVIEW PRACTICE RATING SHEET

SUGGESTED ACTIVITIES LISTING - CONTINUED

THANK-YOU NOTE SAMPLE

*THANK-YOU NOTE PRACTICE

FIRST JOB VIDEO GUIDE

*W-4 FORM TERMS AND DEFINITIONS

*COMMUNICATIONS WORKSHEET - CHANGING NEGATIVE STATEMENTS INTO POSITIVE ONES

*COMPLETION OF FINAL DRAFT CAREER PORTFOLIO

JOB SOURCE REMINDER

CAREER PORTFOLIO CONTENT CHECKLIST

SUGGESTED ACTIVITY EXTENSIONS

INVITE GUEST SPEAKERS FROM AREA BUSINESSES IN THE COMMUNITY.

DEMONSTRATE POSITIVE AND NEGATIVE JOB INTERVIEWS USING TEACHERS AS JOB APPLICANTS IN ROLE PLAY ACTIVITY.

VIDEO-TAPE AND CRITIQUE MOCK STUDENT INTERVIEWS.

EXPLORE A VARIETY OF CAREER DECISION MAKING SOFTWARE PROGRAMS WITH STUDENTS ON CLASSROOM COMPUTERS.

ELABORATE ON 60 SECOND INFOMERCIAL ACTIVITY BY BRINGING STUDENTS TO COMPUTER ROOM TO MAKE A FLIER TO MARKET THEIR JOB / EMPLOYABILITY / PERSONAL SKILLS.

INVITE THE MIDDLE SCHOOL AND / OR HIGH SCHOOL GUIDANCE COUNSELORS INTO THE CLASSROOM TO SPEAK ABOUT CAREER AWARENESS, COLLEGE APPLICATIONS, POST SECONDARY JOB TRAINING, ETC.

APPENDIX I

CAREER PORTFOLIO COVER - DESIGN INSTRUCTIONS

****STUDENTS ARE TO CONSTRUCT A ROUGH DRAFT OF THEIR PORTFOLIO AND SUBMIT IT TO THE INSTRUCTOR FOR APPROVAL BEFORE PROCEEDING TO THE FINAL DRAFT.****

PREPARATION

1. FOLD A 12" X 18" PIECE OF CONSTRUCTION IN HALF. LIGHT COLORED PAPER WORKS BEST.

FRONT COVER

1. IN THE UPPER RIGHT CORNER OF THE FOLDED PAPER, NEATLY PRINT THE FOLLOWING INFORMATION:

   YOUR FULL NAME
   YOUR STREET ADDRESS
   YOUR CITY / TOWN, AND STATE
   THE NAME OF YOUR SCHOOL
   YOUR GRADE

   KEEP FOLD AT BOTTOM, OPENING AT TOP

2. THINK OF A SLOGAN / PHRASE TO INDICATE THAT THE FRONT COVER DEPICTS YOUR ENTRY LEVEL JOB:

   EXAMPLE: "JUST STARTING OUT"
   "BEGINNING THE JOURNEY"
   "ENTERING THE WORK WORLD"
   "MY FIRST JOB"

3. NEATLY LETTER YOUR SLOGAN ON THE FRONT COVER (USE BOLD, THICK LETTERS).

4. DRAW A PICTURE OF YOURSELF PERFORMING YOUR ENTRY LEVEL JOB. INCLUDE MANY DETAILS, ARTISTICALLY ARRANGED, THAT DEPICT YOUR WORK ENVIRONMENT (SEE SAMPLES).

CAREER PORTFOLIO COVER - DESIGN INSTRUCTIONS CONTINUED

BACK COVER

1. THINK OF A SLOGAN / PHRASE TO INDICATE THAT THE FRONT COVER DEPICTS YOUR CAREER CHOICE.
   EXAMPLE: "REACHING MY GOAL"
   "MY CAREER CHOICE"
   "DREAMS COME TRUE"
   "I'M A PRO"

2. NEATLY LETTER YOUR SLOGAN ONTO THE BACK COVER (USE BOLD, THICK LETTERS)
   CAUTION CHECK TO MAKE SURE THAT THE FOLD OF THE PAPER IS AT THE BOTTOM, OTHERWISE YOUR PICTURE WILL BE UPSIDE DOWN!

3. DRAW A PICTURE OF YOURSELF PERFORMING YOUR CAREER CHOICE. INCLUDE MANY DETAILS, ARTISTICALLY ARRANGED, THAT DEPICT YOUR WORK ENVIRONMENT. (SEE SAMPLES)

FINAL PRODUCT

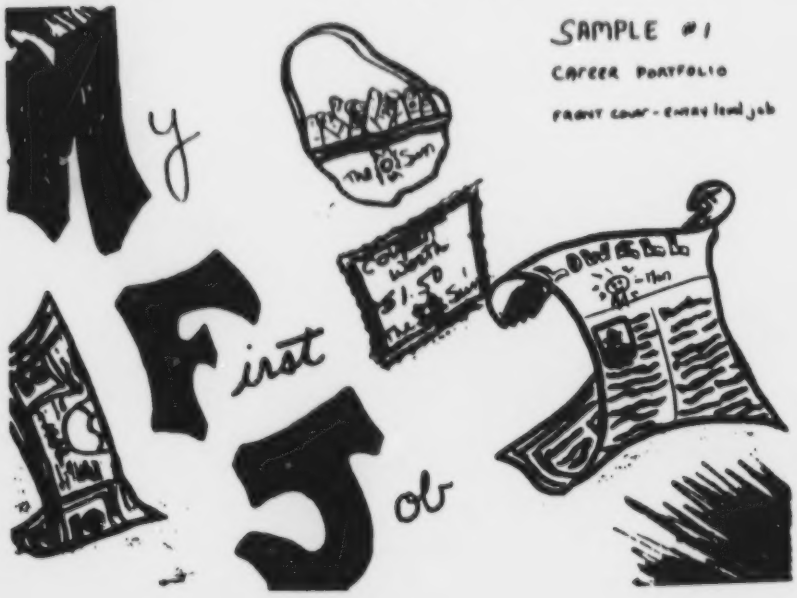
1. SUBMIT FINAL PORTFOLIO TO INSTRUCTOR FOR LAMINATION. WHEN FOLDER HAS BEEN RETURNED, FILL PORTFOLIO WITH CONTENTS FOLLOWING THE ORDER OF THE CAREER PORTFOLIO CHECKLIST.

2. SUBMIT COMPLETED PORTFOLIO TO INSTRUCTOR FOR GRADE.

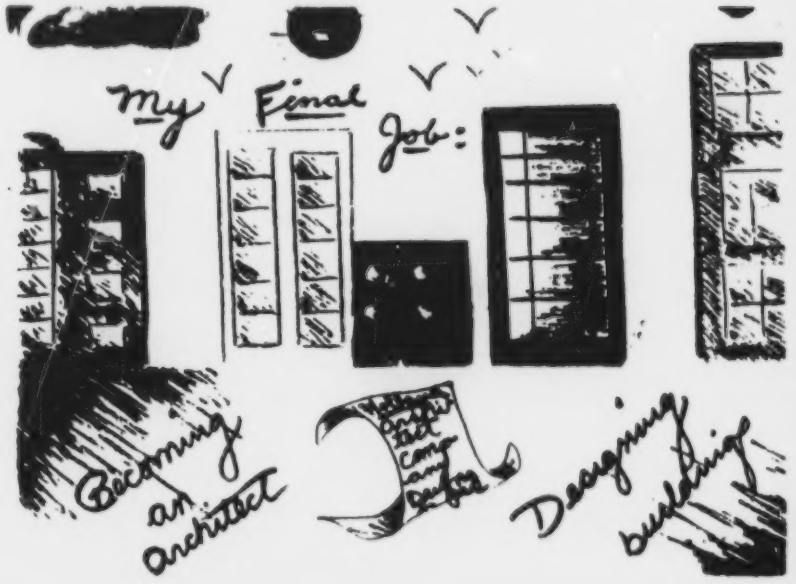
3. SHARE PORTFOLIO WITH YOUR PEERS. BE PROUD OF YOUR SUCCESS!

CAREER PORTFOLIO SAMPLES

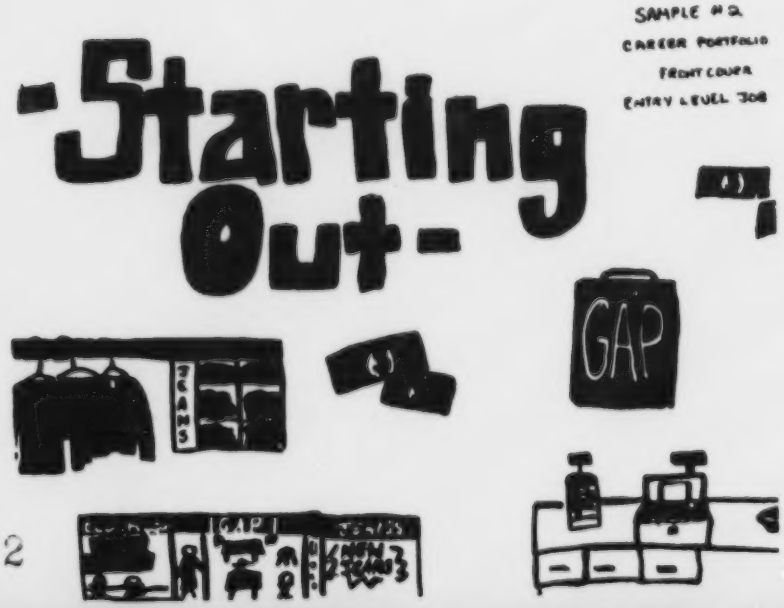
FRONT COVER - ENTRY LEVEL JOB



BACK COVER - CAREER CHOICE



FRONT COVER - ENTRY LEVEL JOB



BACK COVER - CAREER CHOICE

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ELABORATE ON 60 SECOND INFOMERCIAL ACTIVITY BY BRINGING STUDENTS TO COMPUTER ROOM TO MAKE A FLIER TO MARKET THEIR JOB / EMPLOYABILITY / PERSONAL SKILLS.

INVITE THE MIDDLE SCHOOL AND / OR HIGH SCHOOL GUIDANCE COUNSELORS INTO THE CLASSROOM TO SPEAK ABOUT CAREER AWARENESS, COLLEGE APPLICATIONS, POST SECONDARY JOB TRAINING, ETC.

NAME _____

DATE _____

PERIOD. _____

TELL ME ABOUT YOU.

1. WHAT KINDS OF BOOKS DO YOU ENJOY THE MOST? _____

_____.

2. WHAT ARE SOME THINGS YOU KNOW A LOT ABOUT? _____

_____.

3. WHAT ARE SOME THINGS YOU WOULD LIKE TO KNOW MORE ABOUT? _____

_____.

4. WHAT INTERESTING PLACES HAVE YOU BEEN? _____

_____.

5. WHERE ARE SOME PLACES YOU WOULD LIKE TO VISIT? _____

_____.

6. IF YOU HAVE ANY COLLECTIONS, WHAT ARE THEY? _____

_____.

7. WHAT DO YOU LIKE TO DO IN YOUR FREE TIME? _____

_____.

8. IF YOU COULD BE A FAMOUS PERSON FOR A DAY, WHO WOULD YOU BE?

_____

9. WHAT HAVE YOU ENJOYED THE MOST ABOUT SCHOOL IN THE PAST? _____

_____.

10. WHAT KINDS OF MUSIC DO YOU LIKE TO LISTEN TO? _____

_____.

11. IF YOU TAKE LESSONS OF ANY KIND, WHAT ARE THEY? _____

_____.

12. IF YOU HAVE PETS, TELL ME ABOUT THEM (NAME, SIZE, TYPE). _____

_____.

13. WHAT ARE YOU GOOD AT IN SCHOOL (YOUR STRENGTHS)? _____

_____.

14. WHAT DO YOU THINK YOU MIGHT NEED EXTRA HELP ON IN SCHOOL? _____

_____.

15. WHAT IS YOUR FAVORITE: FOOD? _____

PLACE? _____ SPORT? _____

CAR? _____ INDOOR ACTIVITY? _____

16. WHO IS YOUR FAVORITE: MOVIE STAR? _____

RELATIVE? _____ FRIEND? _____

17. COMPLETE THESE SENTENCES:

HAPPINESS IS _____

_____.

IF ONLY _____

_____

FRIENDLINESS IS _____

_____.

TO CARE IS _____

_____.

Pinellas District Schools - Pinellas FL , 1985

NAME_____
PER_____GROUP_____

INVESTIGATING THE WORK FORCE

FIND OUT WHAT HAPPENS ON THE JOB, FIRST HAND. INTERVIEW A PARENT OR GUARDIAN ABOUT THEIR JOB. USING COMPLETE SENTENCES, WHERE APPROPRIATE, RECORD THE FACTS THAT YOU LEARN ON THIS SHEET.

1. WHO DID YOU INTERVIEW? _____

2. WHAT IS THE TITLE OF YOUR JOB?_____

3. HOW DID YOU GET YOUR JOB?

4. HOW LONG HAVE YOU BEEN WORKING AT THIS JOB? _____

5. WHAT SPECIALS SKILLS OR TRAINING DID YOU NEED TO QUALIFY FOR THE JOB?

6. HOW COULD A YOUNG PERSON GET THESE SKILLS?

7. WHAT DO YOU DO ON THE JOB?

(OVER)

8. WHAT DO YOU LIKE BEST ABOUT THIS JOB?

9. WHAT ADVICE WOULD YOU GIVE TO A YOUNG PERSON WHO WAS INTERESTED IN THE SAME KIND OF JOB?

10. WHAT ARE THE OPPORTUNITIES IN THE FUTURE FOR THIS JOB?

11. WILL THERE BE MANY JOBS AVAILABLE FOR YOUNG PEOPLE?

12. WHERE WILL MOST OF THE JOBS BE AVAILABLE?

Adapted from: Forecast, Scholastic Magazine, 1977, Englewood Cliffs, NJ

NAME_____
PER:_____GROUP:_____

JOB FACTOR CONSIDERATIONS

THE FIRST STEP TO FINDING A JOB IS TO KNOW WHAT IS IMPORTANT TO YOU. RATE **EACH** OF THE FOLLOWING ITEMS, FROM 1 (**MOST** IMPORTANT) TO 22 (**LEAST** IMPORTANT).

_____HELP OTHER PEOPLE
_____MAKE NEW FRIENDS
_____EARN A GOOD SALARY
_____LEARN NEW SKILLS
_____BE CREATIVE
_____BE NEAR MY HOME SO THE TRAVEL ISN'T DIFFICULT
_____WORK REGULAR HOURS
_____HAVE GOOD INSURANCE AND OTHER BENEFITS
_____WORK OUTDOORS
_____DO A VARIETY OF THINGS
_____WORK OVERTIME
_____SUPERVISE OTHER PEOPLE
_____TRAVEL TO OTHER PLACES
_____WORK BY MYSELF A GOOD DEAL
_____PLAN NEW PROJECTS
_____FEEL SECURE
_____WORK IN A PLEASANT OFFICE OR OTHER PLACE
_____MOVE AHEAD QUICKLY
_____WORK CLOSELY WITH OTHERS TO COMPLETE A PROJECT
_____FEEL RELAXED
_____HAVE A FRIENDLY SUPERVISOR
_____DO ROUTINE, REGULAR WORK

LOOK OVER YOUR RATING SCALE. LIST THE ITEMS THAT YOU NUMBERED 1-5:

1.
2.
3.
4.
5.

CAN YOU NAME ANY JOBS WHICH WOULD ALLOW YOU TO DO ALL OF THESE THINGS? LIST THEM BELOW.

(OVER)

Adapted from: Forecast,Scholastic Magazine, 1977,Englewood Cliffs, NJ

REVIEW YOUR LIST. DO YOU THINK THAT YOUR ANSWERS WILL CHANGE IN:

1 YEAR? WHY/WHY NOT?

5 YEARS? WHY/WHY NOT?

10 YEARS? WHY/WHY NOT?

HOW MIGHT YOUR ANSWERS DIFFER IF:

YOU WERE A SINGLE PARENT RAISING 2 CHILDREN? WHY?

YOU WERE A 50 YEAR OLD PERSON THINKING AHEAD TO RETIREMENT? WHY?

YOU WERE RECENTLY MARRIED AND PLANNING TO BUY A NEW CAR AND A NEW HOME? WHY?

Session Three

Planning for the Future

Three-Part Foundation

Basic Skills:

Reads, writes, performs arithmetic and mathematical operations, listens and speaks.

A. **Reading**—Locates, understands and interprets written information including facts found in manuals, graphs and schedules;

B. **Writing**—Communicates thoughts, ideas, information and messages in writing, and creates documents such as letters, directions, manuals, reports, graphs and flow charts;

C. **Arithmetic/Mathematics**—Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques;

D. **Listening**—Receives, attends to, interprets and responds to verbal messages; and

E. **Speaking**—Organizes ideas and communicates well orally.

Thinking Skills:

Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason.

A. **Creative Thinking**—Generates new ideas;

B. **Decision Making**—Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives;

C. **Problem Solving**—Recognizes problems and devises and implements plans of action;

D. **Seeing Things In The Mind's Eye**—Organizes and processes symbols, pictures, graphs, objects and other information;

E. **Knowing How To Learn**—Uses efficient learning techniques to acquire and apply new knowledge and skills; and

F. **Reasoning**—Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities:

Displays responsibility, self-esteem, sociability, self-management, integrity and honesty.

A. **Responsibility**—Exerts a high level of effort and perseveres toward goal attainment;

B. **Self-Esteem**—Believes in own self-worth and maintains a positive view of self;

C. **Sociability**—Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings;

D. **Self-Management**—Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control; and

E. **Integrity/Honesty**—Chooses ethical courses of action.

Source: SCANS, What Work Requires of Schools, June 1991

Personal Skills

1. Self-Management

Examples:

I manage my own checking account;

I am on time for school, work and other commitments;

I set my own study hours;

I persist until I get it right;

I complete my assignments on time;

I arranged an interview for a job; and

I schedule my week to include study, recreation and housework.

2. Negotiation

Examples:

I negotiate my curfew, chores and allowance;

I run yard sales and bargain at flea markets;

I expect service in a restaurant and request it when I am not waited on;

I am a peer counselor;

I belong to a conflict resolution team; and

I asked and presented reasons for a raise at work.

3. Problem Solving

Examples:

I can figure out what to pay for a tip;

I can read a map to plan a trip;

I am saving money for a car and further education;

I can follow instructions to assemble furniture;

I budget my allowance;

I know how to fix a clogged sink;

I am good at puzzles; and

I like to try new applications on the computer.

More Personal Skills

4. Listening

Examples:

I remember the words to songs;

I am a hot-line volunteer;

I listen to my friends' problems;

I go to lectures at my neighborhood library; and

I listen and hear when my parents talk.

5. Speaking

Examples:

I belong to the Debating Club;

I belong to the Drama Club;

I can talk easily in a group;

I sell items for school fund raising events; and

I like to make class presentations.

Personal Skills

Employers also seek people who possess positive personal skills. What experiences have you had that show you have effectively developed the following skills?

1. **Self-Management** _____

_____

2. **Negotiation** _____

_____

3. **Problem Solving** _____

_____

4. **Listening** _____

_____

5. **Speaking** _____

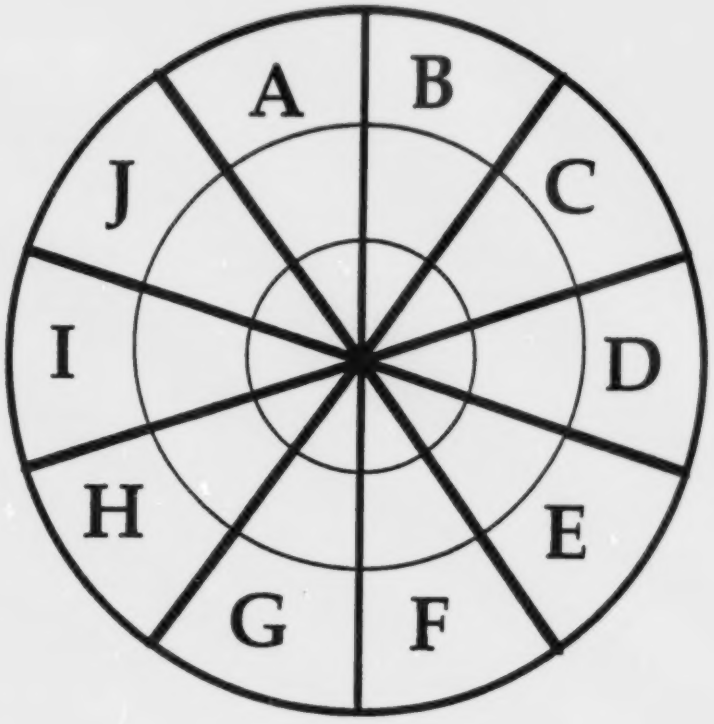
_____

6. **Other** _____

_____

Wheel of Promise

In the circle below, there are several strengths which may apply to you. Each slice of the pie has three sections with the following values: point section = 1-3; middle section = 4-6; and the outer section = 7-10. Using a pencil, shade in each area that represents your strengths in most situations. (Begin from the center point and work out towards the circumference of the wheel.)



A Knowledge of Self
B Speaking
C Writing
D Working w/ People
E Music
F Knowledge of Others
G Sports
H Math
I Working w/Machine
J Art

List three different jobs that you think require three of your three strongest skills:

1. _____

2. _____

3. _____

Name one job that you would like to know more about:

_____

H. Edwards
Colorado Springs, CO

HEnterprises•1995

NAME_____

PER:_____ GROUP: _____

Your Ideal Job

1. Where would you work (indoors/outdoors; office/school)?

2. How would you get to work (car, public transportation, walk)?

3. What would you do? (Be as specific as possible.)

4. What kind of tools or materials would you use?

5. Would you work with others or alone?

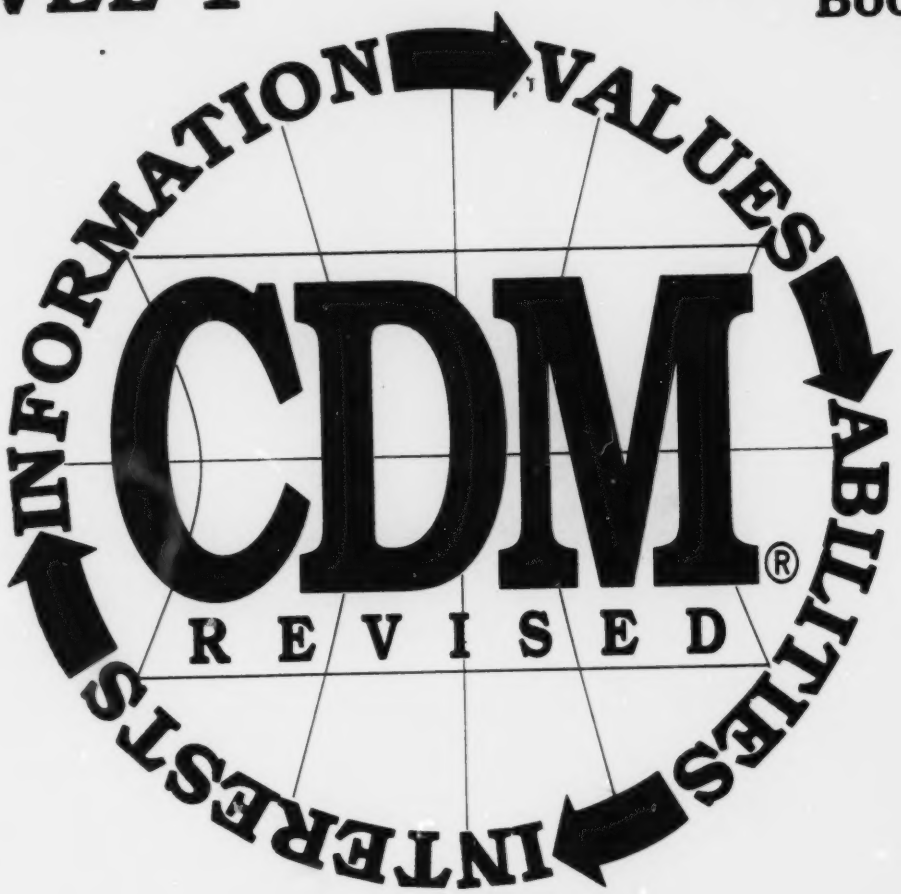
6. What kinds of things do you excel in at work? Do they match your interests?

IN THE SPACE BELOW, LIST SEVERAL JOBS THAT WOULD BE COMPATIBLE TO YOUR ANSWERS ON THE FRONT OF THIS PAGE.

Name _____ Date _____

LEVEL 1

Hand-Scored Booklet



The Harrington-O'Shea

CAREER DECISION-MAKING® SYSTEM REVISED

Thomas F. Harrington, Ph.D.
Professor of Counseling Psychology, Rehabilitation and Special Education, Northeastern University

Arthur J. O'Shea, Ph.D.
Professor of Counseling Psychology
University of Massachusetts at Boston

Directions

1. The CDM-R can help you find jobs you might want to learn more about.
2. This is NOT a test. There are no right or wrong answers.
3. Ask questions if you do not understand something.
4. Print your name and today's date at the top of this page.

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American Guidance Service

TURN TO THE NEXT PAGE. ➡

WORK CARDS FOR A STUDENT UNDER 16 YEARS OF AGE

SAMPLE - WHITE CARD (FRONT)

Dept. of Labor and Industries

EMPLOYMENT PERMIT (14-16 YEARS OF AGE) | NUMBER | DATE OF ISSUE | CLASSIFICATION (PUNCH) 1ST | 1 | 2D | 2

NAME OF MINOR | COLOR OF HAIR / COLOR OF EYES / FACIAL MARKS | PRESENT AGE YEARS MONTHS

SPECIFIC NATURE OF EMPLOYMENT

EMPLOYER: FIRM NAME | BUSINESS ADDRESS

RESIDENCE OF MINOR: MUNICIPALITY | STREET AND NUMBER

PLACE OF MINOR'S BIRTH | SEX | DATE OF BIRTH | PROOF OF AGE ACCEPTED

SCHOOL LAST ATTENDED | LAST GRADE | YEARS IN SCHOOL | SCHOOL ATTENDANCE REQUIREMENTS

MUNICIPALITY OF ISSUE

SIGNATURE OF MINOR

VALID ONLY FOR EMPLOYMENT AS PUNCHED BELOW.

REG. NON-PROHIBITED	1
FARM OR PRIVATE DOMESTIC SERVICE	2
OUT OF SCHOOL TIME AND VACATION	3
FULL-TIME AT DISCRETION OF SUPT.	4
IN TOWN OF RESIDENCE	5
IN TOWN OTHER THAN OF RESIDENCE	6
HOME PERMIT AT THE DISCRETION OF SUPT.	7

EXPIRES (DATE)

THE SUPERINTENDENT OF SCHOOLS OR HIS AUTHORIZED AGENT HEREBY CERTIFIES THAT THE CHILD NAMED IN THIS PERMIT HAS PERSONALLY APPEARED BEFORE THE PERSON ISSUING THE PERMIT AND HAS BEEN EXAMINED, AND EXCEPT IN THE CASE OF A LIMITED PERMIT, FOUND TO POSSESS THE EDUCATIONAL QUALIFICATIONS DESCRIBED IN SECTION ONE OF CHAPTER SEVENTY-SIX, AND THAT ALL THE PAPERS REQUIRED BY SECTION EIGHTY-SEVEN, HAVE BEEN DULY EXAMINED, APPROVED AND FILED AND THAT ALL THE CONDITIONS AND REQUIREMENTS FOR ISSUING AN EMPLOYMENT PERMIT HAVE BEEN FULFILLED.

ANY ERASURE OR ALTERATION VOIDS THE PERMIT AND IS PUNISHABLE BY FINE. IMPORTANT: SEE OTHER SIDE.

SIGNED:

SUPERINTENDENT OF SCHOOLS, AUTHORIZED AGENT

Form: 15-90.

SAMPLE - WHITE CARD (BACK)

EMPLOYMENT PERMIT

THIS MINOR MAY NOT BE EMPLOYED IN ANY OTHER TYPE OF WORK.

THIS PERMIT MUST BE RETURNED BY THE EMPLOYER TO THE OFFICE OF THE SUPERINTENDENT OF SCHOOLS FROM WHICH IT WAS ISSUED, WITHIN TWO DAYS AFTER EMPLOYMENT OF THE MINOR NAMED TERMINATES. (G. L., CHAPTER 149, § 86).

CONTINUATION SCHOOL ATTENDANCE IS REQUIRED OF A MINOR UNDER 16 YEARS OF AGE IF REGULARLY EMPLOYED AND WHEN SUCH A SCHOOL IS CONDUCTED.

FULL-TIME EMPLOYMENT PERMITS ARE ISSUED AT THE DISCRETION OF THE SUPERINTENDENT OF SCHOOLS.

AN EMPLOYMENT PERMIT DOES NOT AUTHORIZE THE EMPLOYMENT OF THE MINOR NAMED THEREON BY ANYONE OTHER THAN THE EMPLOYER NAMED. EMPLOYMENT OF THE MINOR NAMED IS RESTRICTED TO THE SPECIFIC NATURE OF EMPLOYMENT STATED ON THE FACE OF THIS PERMIT.

WHOEVER WITHOUT AUTHORITY ALTERS AN EMPLOYMENT PERMIT SHALL BE PUNISHED BY A FINE. (G. L., CHAPTER 149, § 90).

I HEREBY APPROVE THE ISSUANCE OF THIS PERMIT.

X Signed: _____ PARENT GUARDIAN CUSTODIAN

1. YOU WILL RECEIVE 2 WHITE CARDS AND 1 YELLOW CARD (SEE SAMPLE ON BACK OF PAGE).
2. HAVE A PARENT OR GUARDIAN SIGN BY THE "X" ON BOTH WHITE CARDS.
3. DO NOT FILL OUT ANYTHING ELSE ON THESE CARDS. THE SECRETARY AT THE GUIDANCE OFFICE MUST TYPE IN THIS INFORMATION.

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WORK CARDS FOR A STUDENT UNDER 16 YEARS OF AGE

SAMPLE - YELLOW CARD (FRONT)

Dept. of Labor and Industries

FORM A — PROMISE OF EMPLOYMENT
CHILDREN 14 TO 16 YEARS OF AGE
(G. L. TER. ED.) C. 149, S. 87. AS AMENDED)

NUMBER

NAME OF CHILD

EMPLOYER, FIRM NAME

BUSINESS ADDRESS

SPECIFIC NATURE OF EMPLOYMENT

NUMBER OF HOURS PER DAY CHILD IS TO BE EMPLOYED. MUST NOT EXCEED 8 A DAY OR 40 A WEEK. TIME SPENT IN CONTINUATION SCHOOL MUST BE COUNTED AS TIME ACTUALLY WORKED.

THE UNDERSIGNED AGREES TO EMPLOY THIS CHILD AS STATED ABOVE (AND IN COMPLIANCE WITH THE LAW).

SIGNED _____ DATE _____
EMPLOYER OR AUTHORIZED AGENT

SAMPLE - YELLOW CARD (BACK)

PHYSICIAN'S CERTIFICATE OF HEALTH
G.L., (TER. ED.) C. 149, S. 87)

I HEREBY CERTIFY THAT I HAVE MADE A THOROUGH PHYSICAL EXAMINATION OF THE FOLLOWING NAMED CHILD.

_____

AND THAT IN MY OPINION SAID CHILD IS IN SUFFICIENTLY SOUND HEALTH AND PHYSICALLY ABLE TO PERFORM THE WORK INDICATED IN THE SECTION ON THE REVERSE SIDE OF THIS CERTIFICATE GIVING THE SPECIFIC NATURE OF EMPLOYMENT TO WHICH THE CHILD NAMED HEREON IS TO BE ASSIGNED.

I AM FAMILIAR WITH THE PROCESS ON WHICH THIS CHILD IS TO BE EMPLOYED — (YES OR NO).

DATE _____ _____
SIGNATURE OF PHYSICIAN

Form 15 78

1. YOU WILL RECEIVE 1 YELLOW CARD.
2. HAVE YOUR EMPLOYER FILL OUT AND SIGN THE SIDE OF THE CARD THAT READS: "PROMISE OF EMPLOYMENT".
3. HAVE YOUR DOCTOR FILL OUT AND SIGN THE SIDE OF THE CARD THAT READS: "PHYSICIAN'S CERTIFICATE OF HEALTH".

NAME_____

BIO POEM

PER: _____ GROUP:_____

DIRECTIONS : Complete the information requested on each line. Turn page over to compose your Bio-Poem.

_____

FIRST NAME AND MIDDLE NAME

SIBLING OF:_____

LIST NAME(S) OF BROTHERS & SISTERS

LOVER OF:_____

FINISH THE STATEMENT

MOST CONSCIOUS OF:_____

INDICATE 1-3 IDEAS THAT ARE IMPORTANT TO YOU

TO WHOM HAPPINESS IS:_____

FINISH THE STATEMENT

I AM:_____

LIST 4 ADJECTIVES THAT DESCRIBE YOU

HOPING FOR:_____

FINISH THE STATEMENT

ENJOYING THE SOUNDS OF:_____

FINISH THE STATEMENT

LIKES TO WEAR:_____

WHAT CLOTHES ARE YOUR MOST COMFORTABLE

RESIDENT OF:_____

_____

WRITE YOUR COMPLETE ADDRESS

_____

WRITE YOUR LAST NAME

EXAMPLE OF A COMPLETED BIO-POEM:

JOSEPH, ALEXANDER;
SIBLING OF LINDA, JESSICA ,LOVER OF ISLAND BEACHES;
MOST CONSCIOUS OF WORLD PEACE, HARMONY AMONG MAN;
TO WHOM HAPPINESS IS RELAXING BY THE BEACH ON A WARM SUMMER DAY;
HAPPY, GENEROUS, CARING AND LOVING;
HOPING FOR AN END TO VIOLENCE, DEVASTATING DISEASE;
ENJOYING THE SOUNDS OF WAVES ROLLING ALONG THE SAND;
LIKES TO WEAR JEANS AND SWEATS;
RESIDENT OF CHELMSFORD, MASSACHUSETTS;
SMITH.

IN THE SPACE BELOW, WRITE OUT YOUR BIO-POEM:

NAME_____

PER:_____ GROUP:_____

60-Second Infomercial

The world of work requires excellent listening and speaking skills. Speaking verbally communicates your feelings, desires and ideas. Can you persuade through words? Is it easier for you to speak to one individual or to a group? One way to prepare for interactions with employers is to develop a 60-second infomercial. The infomercial explains your skills using examples of your accomplishments.

Examples:

" I can meet deadlines. I have my own checking account and pay all my bills on time. I also pass in my school assignments before the deadline date."

" I enjoy explaining directions to others. In my volunteer job, I train new volunteers to use our computer system."

When delivering your personalized 60-second infomercial, you should be yourself - friendly, interested and well-rehearsed.

It is beneficial to know yourself.

Know what you want.

Know what you are good at.

Know what this person can do to help you.

60-Second Infomercial

When you speak with a "potential contact" you should:

- Introduce yourself
- Tell the person about yourself
- Mention your contact person (if you have one)
- Speak briefly about your:
  - Education
  - Skills
  - Specialty
  - Work history
- Mention one or two accomplishment statements
- Explain your goal/purpose

In the space provided here, please write out your "60-second Infomercial"

ARTICLE CRITIQUE ASSIGNMENT

NAME: _____

DATE: _____ PER: _____

NAME OF ARTICLE: _____

TITLE OF PUBLICATION: _____

PUBLICATION DATE: _____

IN THE SPACE BELOW, GIVE A 1 PARAGRAPH SUMMARY OF THE ARTICLE:

IN THE SPACE BELOW, GIVE A 1 PARAGRAPH STATEMENT OF YOUR OPINIONS OF THE ARTICLE - EXPLAIN YOUR ANSWER.

IN THE SPACE BELOW LIST THREE WORTHWHILE FACTS FROM THE ARTICLE THAT ARE IMPORTANT TO REMEMBER:

1.

2.

3.

THE ULTIMATE After-School JOB GUIDE

by Jennifer Perillo

Every week, more than five million teenagers go to work. Some of them do it just for the paycheck. Others do it for the new friends they can make and the skills they can learn. Still others do it because they really enjoy what they do.

On the following pages, teens at the most popular after-school workplaces — from the ultra-cool Gap to the ubiquitous McDonald's — tell the truth about their jobs. Whether you're thinking about getting a job, improving your job, or quitting your job in disgust, our findings will help you make your next move.

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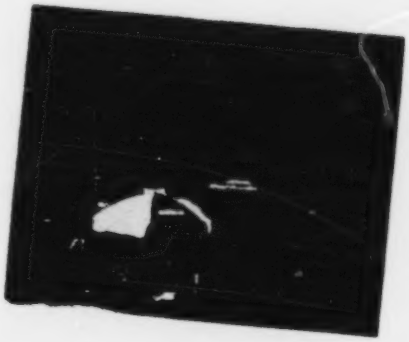
Food for the Brain

WORKING IN A BOOKSTORE



About a hundred customers are strolling through the block-long Barnes & Noble superstore on 82nd Street in New York City. Some lounge upstairs, a librarylike area with sofas and window seats; others read while sipping cappuccino at the store's small cafe.

Employees are occupied at cash registers, on the selling floor, and at computer terminals. The store is calm, because this is a quiet shift. At busy times (evenings, weekends, and during author book-signings), all 12 cashiers have lines of customers that snake around the aisles, sometimes ending up against the store's far wall.

B&N offers two positions for part-time workers: cashier and bookseller. Most employees, like Josh Bernstein, 17, start out as cashiers. As cashiers gain experience and book knowledge, they can become booksellers. Bookseller Carlos Sanchez, 20, roams his assigned aisles answering customer questions and using the store's computer system to locate books. He also unpacks books and helps clean up at closing time.

THE PERKS

According to Carlos, the store is "a total social hot spot." At closing time on Friday and Saturday nights, customers actually have to be forced out. Celebrity shoppers add to the social scene: Jerry Seinfeld, Michael Douglas, and Jimmy Carter have all been sighted in the store. There are financial perks, too. Employees get a 30 percent discount on books.

THE DRAWBACKS

The 82nd Street store has two modes: dead calm or hyperspeed. When things get fast, booksellers have to handle many customers at once. "I don't get stressed out, because I'm really laid back," Carlos says.

For cashiers, slow times are the worst. "We can't read while we are standing behind the counter and there are no customers around," says Josh. "We can't slouch, either."

THE SCHEDULE

According to assistant store manager Randy Losapio, the company doesn't require employees to have to work a minimum number of hours a week, and they can take time off if they find someone else to cover their hours.

THE PAYCHECK

Carlos started working at $6 an hour. "The pay is pretty competitive," he says. "Not just the minimum wage."

THE FAST TRACK

Teens can move up from cashiers to booksellers if they are knowledgeable about books.

THE IDEAL APPLICANT

When hiring part-time workers, Losapio looks for dependability. He also wants applicants who "intuitively know how to deal with customers."

THE RÉSUMÉ FACTOR

Working in a bookstore exposes you to the whole world of written knowledge. Play this up on your résumé and in interviews by sharing what you learned and discovered.

Making the Most of a Boring Job

Most of the working teens we spoke to admitted that their jobs weren't exactly challenging. The truth is that the kinds of jobs that are likely to go to teens — in supermarkets, restaurants, and stores — are characterized by lots of repetition and not much creativity. Burnout, for many teens, can set in within a few weeks. But according to Bryna Shore Fraser of the National Institute of Work and Learning, there are ways to make even the most tedious job more interesting.

By showing extra initiative, you can work your way into new responsibilities or even a promotion. You'll also gain glowing employer references for college applications and new jobs, not to mention solid work habits that will last a lifetime.

Here are some specific tips for making the most of your job:

- Ask regularly for your supervisor's opinion about the quality of your work. Don't worry about

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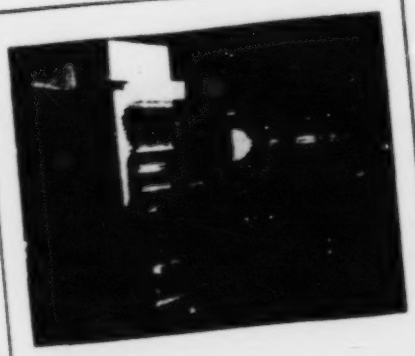
Michelle Pfeiffer Did It



A steady stream of customers are shopping at the Festival Foods supermarket in Lebanon, Pennsylvania. Moms with little kids in tow choose chocolate cake mix for cupcakes; a shopper with a file full of coupons and a mile-long list turns grocery shopping into a personal quest.

Everywhere you look there are employees — stacking apples in the produce aisle, slicing pastrami at the deli counter, mopping up a jar of applesauce that fell in Aisle 4. Business is brisk, and there's always plenty to do.

New part-time workers at Festival can be cashiers or grocery clerks, who bag groceries and do light stock work. That's how Mike McCook, 17, started out three years ago. Now he's a cashier trainer, and he teaches cashiering to new employees.

Heather Collins, 18, was hired as a cashier six months ago; now she's a customer sales rep. That involves keeping an eye on the checkout lines, running the store's courtesy booth, and handling customer complaints.

THE PERKS

Heather likes working with her friends: She found a date for the homecoming dance among her coworkers.

Weekend wages are another plus. A teen employee from a different supermarket mentioned pay as high as $11 an hour for Sundays and holidays.

THE DRAWBACKS

Work gets hectic before holidays, or whenever the word *snow* appears in the weather forecast.

And because cashiers handle large amounts of money, they constantly have supervisors looking over their shoulders and counting the money in their registers.

THE SCHEDULE

One of the best things about the job, says Mike, is the flexible schedule. "They work around my school schedule," he explains.

THE PAYCHECK

Mike started out at minimum wage; now he earns $6 an hour. He's stashing money away for college. Heather makes a little over $5 an hour.

THE FAST TRACK

Like Heather and Mike, teens who start out as cashiers or grocery clerks can move on to management positions like customer sales representative or cashier trainer.

THE IDEAL APPLICANT

Roger Hensil, the store manager, looks for students who are involved in after-school activities. "That shows they can manage time well, which is crucial when you're juggling school and a job," he says.

He adds that previous experience is important too, even if it's just baby-sitting or lawn mowing.

THE RÉSUMÉ FACTOR

Supermarkets are among the most sophisticated marketers of merchandise. Pay attention to how they introduce new products, advertise sales, and deal with customer complaints. Talk about what you observed in college interviews and even mention it on your résumé.

seeming too eager. Be open to both compliments and criticism.

- Volunteer to do tasks that are outside your normal list of duties.
- Talk to coworkers about their jobs, especially those in management positions. By showing interest, you will learn more about your workplace and may be given something new to do.
- Closely observe your workplace from a customer's point of view. Can you think of ways to make it more efficient or pleasant? Offer your suggestions to your supervisor.
- Talk to company higher-ups (i.e., your supervisor's supervisor) if you can. They can give you information about the bigger company picture.
- Finally, remember there's no shame in deciding that a job is not for you. If you're having a miserable time, don't worry about looking like a quitter — just take the things you've learned from your job and move on to another one.

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Lord of the Fries

WORKING AT McDONALD'S

At 6 p.m. on a Thursday night, it seems like all of New York City's Greenwich Village is in McDonald's: elderly people eating slowly, businessmen grabbing a bite after work, families with delighted children, teens giggling in groups.

Four cashiers hustle to take customer orders and keep the long lines moving. Behind the grills, the 10-person crew is working as closely and tightly controlled as a sports team; with these crowds, they can't afford to fall behind.

Nearly all McDonald's employees, like Godfrey Tsui, 17, who works at a Long Island McDonald's, start as crew. Crew people work "the front" as cashiers and drive-through clerks; "the back" preparing food; and "the lobby" cleaning the dining area. In the back, each worker is assigned a particular task: One makes burgers, another makes chicken sandwiches, etc.

The pace is fast, and the grill area quickly gets hot and greasy; still, most employees are joking with each other and seem to be having a good time.

THE PERKS

For Godfrey, being with other teens is a big social advantage. "We talk a lot, and we hang out after work. It's hard to find a job where you have friends and you have a good time," he says.

Workers also get free meals, another plus — at least for a while. "I'm so sick of the food," Godfrey complains.

THE DRAWBACKS

During the dinner shift (5 to 7 p.m. every night) the restaurant gets hectic. Sometimes the tension leads to arguments with frantic supervisors and irate, hungry customers.

The uniform is a pain too: red-and-white striped shirt, tie for men, pants, shoes, and hat. "I'm really into my hair, and the hat bothers me," Godfrey says.

THE SCHEDULE

"Scheduling is great," Godfrey says. "You work whenever you want." When basketball season started, he worked only on Saturdays.

THE PAYCHECK

Most start at $4.85 and get a raise every six months.

THE FAST TRACK

Godfrey says that by showing leadership qualities — for example, by cleaning up whenever there is extra time — crew workers can become crew chiefs.

THE IDEAL APPLICANT

Malesia Webb-Dunn of McDonald's media relations describes the ideal applicant as "reliable, smart, hard-working, courteous, clean, team-oriented, and respectful of authority."

THE RESUME FACTOR

You're not just flipping burgers. You're participating in perhaps the most successful business venture in history. Pay attention to how McDonald's does it and be ready to talk about it in interviews. Also, it will reflect very well on your work habits if you can move up even one notch.

Before You Take That Job...

Many teenagers (and adults, too) think of job interviews and applications as entirely one-sided: The employer asks all the questions, the applicant gives all the answers.

That doesn't have to be the case. Just as an employer uses the application process to judge you, you can use the process to judge the employer. Before and during the job interview, check out the workplace and ask questions about what will be expected of you.

Don't think that investigating a possible job will mark you as a troublemaker. If your potential employers are worthy of you, they'll be impressed at how seriously you take your responsibilities.

Bryna Shore Fraser of the National Institute of Work and Learning suggests that you take the following steps before saying yes to an after-school job:

• Visit your potential workplace at the times you plan on working there. Learn in advance whether the pace is stressful or sedate.

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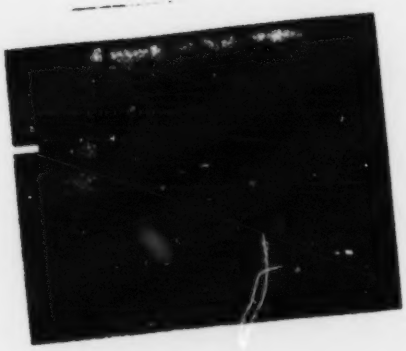
Jeans in Your Genes

WORKING AT THE GAP



Business is fairly quiet at a Gap store in downtown New York City on a Tuesday night. In this particular store, the fashions on display are muted: prim plaid skirts, the basic Gap V-neck sweaters in deep colors, row after row of jeans. Nearly everything looks classic and comfortable, and it's easy to see why Americans —especially American teens — buy about $2.52 billion worth of Gap merchandise every year.

Several employees stand around, fluffing up sweaters and straightening out piles of jeans. Some are casually but neatly dressed, others flaunt the latest in grunge wear. The cashiers chat with each other when there are no customers around.

Part-time workers at the Gap are generally chosen for one of three positions: cashier, salesperson, or stock person, who works exclusively in the stock room. Employees may rotate between different jobs, but they rarely do.

THE PERKS

By far the best thing about working at the Gap is the store discount: 30 percent off anything you buy. If something you bought goes on sale within 30 days, you'll even receive a check for the difference.

THE DRAWBACKS

The work can be monotonous: If you work on the floor, you spend much of your time folding and refolding sweaters upset by burrowing customers. When the store is busy, employees shift into overdrive: Customers become less patient as the register lines grow longer.

THE SCHEDULE

Most Gap stores are fairly flexible about scheduling. "They'll schedule around you," says one employee. Work shifts can last anywhere from four to eight hours.

THE PAYCHECK

Employees start at around $5 an hour, which is standard-to-low for retail. But if you like the clothes, you can save significantly on your wardrobe and gifts for your friends and family.

THE FAST TRACK

Part-timers are pretty much stuck working the floor, behind the register, and in the stock room. But after graduation, if you want to work full-time, you could move on to the managerial track. Many Gap store managers are in their early 20s.

THE IDEAL APPLICANT

Like most retail chains, the Gap looks for people who are reliable, cheerful, and don't mind tucking in their shirts on the job.

THE RÉSUMÉ FACTOR

The Gap is one of the most powerful style-setters in America. Try to learn something about how they make their design decisions. Be attentive to their advertising campaigns and how they translate into business for the stores. Discussing these observations in job interviews and even a college essay will showcase your keen business mind.

- Talk to other employees about the job, your supervisor, and the workplace. Only they will know what it's really like to work there.
- Find out about your schedule during the interview. How many hours will you be expected to work? Is the management sensitive to the needs of students? Know if you will be responsible for working long or late hours, and if so, if you will get paid overtime for them.
- Ask about the company policy on schedule changes. How easy is it to take time off for schoolwork or extracurricular activities?
- Write down your questions and bring them with you to the interview so you don't forget what you want to ask. The interviewer will see that as a sign of your superior preparation and organizational skills.

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Teen Jobs: The Basics

THERE ARE DOZENS OF opportunities for you to earn extra money without sacrificing your grades, your social life, and your sanity. This chart explains the basics about some of the most common and easily accessible jobs for teenagers.

BUT DON'T STOP HERE. The best way to get a job is to do research on your own. Talk to your school guidance counselor, ask your town librarian for suggestions, and most important, talk to your friends who are already working. They're the real experts.

	movie usher	waiter/waitress
What you do	Sell tickets, show people to their seats, sell popcorn and candy, clean up after each show.	Depending on your job, you could seat customers, serve food, bus and clean tables, wash dishes, prepare and cook simple foods.
Requirements	Friendly personality, tolerance for crowds and pushy Jean Claude Van Damme fans, neat appearance.	Outgoing personality, ability to handle many tasks at once and to deal with starving and demanding customers.
Salary	$4.25 to $7 an hour for those with experience.	$4.25 to $7 an hour, much more if you earn tips.
Perks		hours, potential for free meals if you
Drags		
How to get hired	Talk to the manager of your local theater.	Talk to the manager at popular restaurants in town. Ask your friends who work in restaurants to recommend you.

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house cleaner	baby-sitter	landscaper	record-store clerk
Clean, clean, clean.	Watch children and keep them safe, drive them to activities (if you have your license), cook them simple meals, play with them.	Mow lawns, trim hedges, rake leaves, help homeowners clean up in the spring and fall.	Check people out at the cash register, stock merchandise, help customers find what they're looking for, keep the store clean and organized.
Compulsive neatness helps, trustworthiness, willingness to clean other people's gross messes.	Patience and genuine affection for kids; responsible and clear-thinking in an emergency. Consider taking a baby-sitting course at the Y or community center.	It helps to have your own equipment: lawn mower, hedge clippers, rakes, etc. You also need transportation for you and your lawn-care equipment.	A love and knowledge of as many kinds of music as possible, reliability, the good manners not to snicker when someone buys Michael Bolton's latest.
$4 to $15 an hour (name your price but be willing to negotiate).	$1.50 to $6 an hour and even higher in high-demand areas.	Anywhere from $10 and up for mowing a small lawn, and $5 to $10 an hour for especially big jobs.	$4.25 an hour and up, depending on your experience.
You're your own boss, you set your own hours, you can build muscles and burn calories while you vacuum and scrub, the money can be great.	Cute kids who worship you, free delicious junk food and videos (if you're lucky), getting paid to do your homework and talk on the phone after the kids go to sleep.	[illegible]	[illegible] love of [illegible]ounts on [illegible] maybe [illegible]nd other [illegible]
Two words: *scrubbing toilets*. Also, make sure to check out prospective clients carefully before you show up by yourself at their homes.	Monster kids, parents who don't come home on time, anything dealing with Barney the dinosaur.	[illegible] [illegible] [illegible]

NAME_____

SCHOOL_____

MY CAREER CHOICE IS:

_____

CAREER RESEARCH SUMMARY

DESCRIBE THE JOB:

WHAT KIND OF EDUCATION/TRAINING IS REQUIRED:

WHAT IS THE SALARY AND FUTURE PROSPECTS FOR THE JOB?

WHERE COULD YOU OBTAIN MORE INFORMATION ABOUT THIS CAREER CHOICE?

NAME_____
PER ____ GROUP:____

JOB APPLICATIONS

KEY CONCEPT

Usually the company will ask you to complete an application form when you arrive for the interview. The obvious reason for doing so is to learn additional information about your experience, education and references. Other reasons are more subtle--not so obvious. It is a good way for the company to see if your handwriting is neat and legible. Did you come prepared with all the information you needed to fill out the application, like addresses and phone numbers of your references or dates of employment at your other jobs? They also will notice how long it takes you to fill out the application. You don't want to be too fast--that shows you might always be in a hurry and overlook important items. You also don't want to be too slow--that shows that you may not be efficient.

EXPLANATION

The application form is usually just one side (although it could be two). Use a pen. Make sure you bring all the information with you. It is also important to be truthful on the application form.

Answer every question. If there is a question that does not apply (like Branch of the Military Service), write in N/A for *not applicable.* That shows that you did not overlook the question; it simply does not apply.

Notice in the example on the next page that all areas are completed. Notice too that the information is neat and legible. If you receive the application before the interview, you should type it.

SAMPLE JOB APPLICATION

APPLICATION FORM

Name Murae Anderson Phone (206) 555-1111

Address 1234 First Avenue

City, State Zip Vancouver, WA 98660

Date November 1, 1992 Social Security Number 123-45-6789

Position applied for Receptionist Start Date Immediately Salary Desired $5.25/hr

EDUCATION	Name and address of school	Years Attended	Date Graduated	Subject/ Degree
High School	Vancouver High School Vancouver, WA 98660	1989 to Present	N/A	N/A
College	N/A			
Trade or Technical School	N/A			

EMPLOYMENT Dates	Name and address of employer	Position	Salary	Reason for Leaving
From Jan 92 To Present	XYZ Corporation 125 29th Avenue, Vancouver WA 98661	Receptionist	$5.25 hour	Company Relocated
From Jan 90 To Dec 90	Times Daily PO Box 150, Vancouver, WA 98666	Paper Carrier	$125 month	Started new job
From Mar 89 To Present	Mr. & Mrs. Mark Jones 456 28th St., Vancouver, WA 98662	Child Care	$2.50 hour	N/A
From				
To				

REFERENCES Name/Phone	Position/Company	Address	Years Known
Bob Crau (503) 555-4321	Office Manager XYZ Corporation	1717 Sandy Blvd. Portland, OR 97211	1 YR.
Mrs. Barbara Jones (206) 222-1234		456 28th St. Vancouver, WA 98662	3 1/2 YRS.
Phil Brown (206) 333-9876	Counselor Vancouver High School	321 Reserve St. Vancouver, WA 98660	3 YRS.

Date November 1, 1992 Signature Murae Anderson

Adapted from: Your First Interview, The Princess Co., 1991, Vancouver, WA

Some application forms will ask why you left a job. It's important that you fill that in. Appropriate answers include

- better opportunity
- moved away from area
- hours conflicted with school

The following are examples of poor reasons

- fought with the boss
- couldn't get to work on time
- was fired

If you were fired from the job, write the word *dismissed* rather than fired. Be prepared to tell the interviewer why you were fired. Use this as an opportunity to make points. If you were fired because you were late to work too many times, tell the interviewer that you have learned from this mistake and are now able to get to work on time.

The references that you list on the application form should be people who will make positive comments about you. You want individuals who can talk about your skills and personal work ethic. Former employers, teachers, counselors or friends of your parents are good choices.

EXERCISE

Complete the blank application form. Use ink. You decide what type of job you are looking for. If you think that you have never had a job before, consider listing any volunteer work that you have done. You can also list any child care work. (Baby sitting is not a good word--child care is better.)

When it is all done, check it carefully for accuracy and completeness. REMEMBER TO SIGN IT.

Your First Interview, The Princess Co., 1991, Vancouver, WA

APPLICATION FORM

APPLICATION FORM

Name Phone ( ) -

Address

City, State Zip

Date Social Security Number

Position applied for Start Date Salary Desired

EDUCATION	Name and address of school	Years Attended	Date Graduated	Subject/ Degree
Middle School				
College				
Trade or Technical School				

EMPLOYMENT Dates	Name, Address and Telephone of Employer	Position	Salary	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES Name/Phone	Position/Company	Address	Years Known

Date Signature

Adapted from: Your First Interview: The Princess Co., 1991, Vancouver,WA

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NAME_____
PER:_____ GROUP:____

Self-Appraisal

B. Below is a list of thirty personal traits. Review the list and circle five that best describe you.

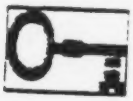
Ambitious	Energetic	Patient
Analytical	Enterprising	Persistent
Artistic	Friendly	Persuasive
Assertive	Helpful	Precise
Athletic	Honest	Responsible
Confident	Humorous	Sincere
Cooperative	Imaginative	Sociable
Creative	Methodical	Tolerant
Curious	Open-minded	Trusting
Dependable	Organized	Versatile

NAME_____

PER:_____ GROUP:_____

So many questions

KEY CONCEPT



An interview is a time that the prospective employer gets to find out information about you. It's also a time for you to find out information about the job. Remember, just because you got the interview doesn't mean you have to accept the job. Interviews are a time for both of you to ask questions. The interviewer will probably ask most of the questions first. After you've answered all of that person's questions, it will be time for you to ask questions.

EXPLANATION

The interviewer will probably have several standard questions he or she will ask you. Go in prepared with answers for all the following questions. If your answer is negative in any way, turn it into a positive. For instance, if the interviewer says their company is looking for someone with more experience, remind them that you are eager to learn and will quickly perform to their expectations.

Interviewers will often ask you to discuss your strengths. Remember you are selling your skills so this is not the time to be too modest. State your skills in a matter-of-fact style, stressing your strongest abilities. The interviewer may also ask you to discuss your weaknesses. Be honest, but remember to turn it into a positive statement.

EXERCISE

Write out answers to all the following questions. Some will take some thought. You may want to change some answers the next day. This is not unusual. Remember to be honest and direct.

QUESTIONS MOST FREQUENTLY ASKED AT AN INTERVIEW:

DIRECTIONS: USING COMPLETE SENTENCES, ANSWER AS HONESTLY AS POSSIBLE.

1. Tell me about yourself.

2. Why are you applying for this position?

3. Do you prefer working with others or by yourself?

4. What are your strengths?

5. What are your weaknesses?

6. Which school courses do you enjoy the most? Why?

7. Why did you leave your last job?

8. What do you see yourself doing five years from now?

9. Why should we hire you for this job?

Adapted From: Your First Interview, The Princess Co., 1991, Vancouver,WA

INTERVIEWED BY:

INTERVIEW PRACTICE - RATING SHEET

NAME:_____

ADDRESS:_____

APPLICANT:_____

POSITION:_____

EVALUATION RATING SCALE: 1= EXCELLENT 3= FAIR
2= GOOD 4=NEEDS IMPROVEMENT

AFTER INTERVIEWING THE CANDIDATE, EVALUATE HIS / HER RESPONSES IN THE FOLLOWING CATEGORIES: (USE ABOVE RATING SCALE)

1. **APPEARANCE** (NEAT, WELL-GROOMED, WELL-DRESSED _____
2. **INTRODUCTION** (STATES NAME, FIRM HANDSHAKE) _____
3. **WELL PREPARED** (HAS APPLICATION, ANY REQUIRED INFORMATION) _____
4. **MANNERS** (POLITE, NO INTERRUPTIONS) _____
5. **RESPONSES** (ARTICULATE, WELL PREPARED STATEMENTS) _____
6. **ACTIVE LISTENING** (EYE CONTACT, NODS HEAD, PARAPHRASES) _____
7. **FACIAL EXPRESSIONS** (PLEASANT, FOCUSED) _____
8. **HAND MOVEMENT** (HANDS IN LAP, NO FIDGETING) _____
9. **FOOT MOVEMENT** (NO JIGGLING, FEET ON FLOOR) _____
10. **PRESENTATION** (ATTENTIVE, INTERACTIVE, ASKS QUESTIONS) _____

TOTAL RATING SCORE: _____

COMMENTS:_____

_____

_____

SUGGESTIONS:_____

_____

_____

BASED ON THE INTERVIEW, WOULD YOU HIRE THIS CANDIDATE? ___YES ___NO

EXPLANATION

The note can be handwritten and very short. Use stationery rather than notebook paper. And send the note within two days of the interview. When writing the note, use the following guidelines.

- Thank the person for the time he or she spent with you.
- Stress that you are very interested in the job.
- Answer any questions that you promised to provide later (like the new phone number of a reference).
- Mention your phone number or offer to call within a day or two to see if a decision has been made.

Note how these points are covered in the following example.

June 5, 1946
75 Granitville Rd.
Chelmsford, MA
01824

Dear Mr Smith,

Thank you for the time you spent with me yesterday. After talking with you about the receptionist position, I am sure I can do a good job for you. I would really like to work for your company.

If you have any questions, please call me at (508)555-4321. I will plan to call you in a day or two to see if you have made a decision.

Sincerely,

Sally Jones

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Adapted From: Your First Interview, The Princess Co., 1991, Vancouver, WA

THANK-YOU NOTE PRACTICE SHEET

NAME: _____

PER: _____ GROUP: _____

EXERCISE

DIRECTIONS: WRITE A THANK-YOU NOTE TO THE PERSON WHO INTERVIEWED YOU FOR YOUR JOB. (SEE SAMPLE) PLEASE USE A PEN AND YOUR NEATEST HANDWRITING.

(OVER)

EXPLANATION

You also need to address an envelope for your thank you note. Be sure to include the person's name on the first line of the address. The company name appears on line 2, the address on line 3 and the city, state and zip on line 4. The address should appear in the CENTER OF THE ENVELOPE. Your return address should be in the upper left corner.

Adapted From: Your First Interview, The Princess Co., 1991, Vancouver, WA

Checkpoint

You learned several details about your first job. Now answer the following questions.

1. List 10 qualities that you think are the most valuable for keeping a job.

2. List 3 qualities that you personnally need to work on to be able to keep your job.

3. List 2 deductions that may be taken from your paycheck.

4. What is the difference between gross pay and net pay?

5. If Susan worked for 22.5 hours and earned $5.55 per hour, what is her gross pay.

Adapted From: Your First Job, The Princess Co., 1991, Vancouver, WA

NAME_____

PER: _____ GROUP:_____

W-4 FORM TERMS & DEFINITIONS

EXERCISE

The W-4 form can be a little confusing. To make it easier, you should know what all the words mean. The form includes several terms that you may not be familiar with.

Match the terms in the right column with the definitions in the left column.

A. Husband or wife

1. _____ An amount for each taxpayer or dependent which can be deducted from taxable income.
2. _____ A person who relies on others for support (for example, a child).
3. _____ The person who provides the most monetary support (money) for the household.
4. _____ Excused or released from a responsibility. Does not apply towards taxes.
5. _____ The amount that can be subtracted from taxes.
6. _____ The amount of money held out of your paycheck for taxes.
7. _____ List all expenses that qualify as tax deductions.

A. Spouse
B. Dependent
C. Head of Household
D. Itemize
E. Exempt
F. Exemption
G. Withholding
H. Deductions

COMMUNICATIONS WORKSHEET

NAME_____

PER: _____ GROUP: _____

EXPLANATION

To keep your new job, you will need to have a positive attitude about your work. That means not complaining all the time. It means doing your work without grumbling. It means being agreeable when you are asked to do something.

EXERCISE

Read the sentences below. If the statement is positive, write *positive* on the line below the sentence. If the statement is negative, rewrite it to be in a more positive form.

Sample: I don't want to do this right now.

I'll have this done in 30 minutes.

1. Go away. I'm busy.

2. Get someone else to work overtime. I've got plans already.

3. I'd be happy to help Jim as soon as I finish this project.

4. Thank you for letting me take vacation the first week in July.

(OVER)

5. It seems like I've been working here forever. Isn't it about time I got a raise?

6. I can't work tonight. Do you think this is all I do with my time?

7. I want a promotion.

8. I'll be dead and buried before I get any health insurance from this company!

9. We think we should get a longer lunch break. Twenty minutes isn't enough time. How about five hours?

Your First Job, The Princess Co., 1991, Vancouver, WA

NAME_____

PER:_____ GROUP:_____

JOB SOURCE REMINDER

Job leads can come from many sources. Use this form to help you identify specific sources in your community.

I. **NEWSPAPERS, SPECIALTY PUBLICATIONS (list each one)**

1. _____ 2. _____

3. _____ 4. _____

II. **EMPLOYMENT SERVICE OFFICE (list one nearest you & phone #)**

1. _____

III. **GOVERNMENT JOB LISTINGS (list exactly where they may be found e.g. specific library, county courthouse, schools).**

1. _____ 2. _____

3. _____ 4. _____

IV. **PROFESSIONAL, TECHNICAL, VOCATIONAL SCHOOLS (address & phone)**

1. _____ 2. _____

3. _____ 4. _____

V. **UNION OR SIMILAR OFFICES (address & phone)**

1. _____ 2. _____

3. _____ 4. _____

VI. **SPECIAL EMPLOYMENT ASSISTANCE OFFICES (e.g Vocational Rehabilitation, Youth Employment, Job Corps, PIC)**

1. _____ 2. _____

3. _____ 4. _____

(continued on next page)

VII. PRIVATE & TEMPORARY EMPLOYMENT AGENCIES

1. _____ 2. _____

3. _____ 4. _____

VIII. FRIENDS, RELATIVES, TEACHERS, FORMER CO-WORKERS & OTHERS

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

IX. OTHER SOURCES (check and list address and phone)

( ) Yellow Pages ( ) Newsletters ( ) Posted "Help Wanted" Signs

( ) Business Directories ( ) Community Bulletin Boards

( ) Radio Ads ( ) Chamber of Commerce ( ) Job Fairs

( ) Construction Work Sites ( ) Farm Labor Centers ( ) Other

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

NAME_____
PER: _____ DATE:_____

CAREER PORTFOLIO CONTENT CHECKLIST

___TELL ME ABOUT YOU
___INVESTIGATING THE WORK FORCE
___JOB FACTOR CONSIDERATIONS
___PLANNING FOR THE FUTURE PACKET
___WHEEL OF PROMISE
___WHAT'S YOUR IDEAL JOB QUESTIONNAIRE ACTIVITY
___CDM-LEVEL ONE INTEREST INVENTORY
___WORK CARDS FOR A STUDENT UNDER 16 YEARS OF AGE
___CREATE A BIO-POEM
___CREATE A 60 SECOND INFORMERCIAL
___SUMMARY OF TEEN JOBS: THE BASICS
___CAREER RESEARCH SUMMARY
___JOB APPLICATION PACKET
___JOB APPLICATION FORM
___SELF APPRAISAL
___JOB INTERVIEW PREPARATION WORKSHEET
___INTERVIEW PRACTICE RATING SHEET
___THANK-YOU NOTE PRACTICE
___W-4 FORM TERMS AND DEFINITIONS
___COMMUNICATION WORKSHEET
___JOB SOURCE REMINDER

GRADE:_____

COMMENTS: _____
_____
_____

APPENDIX II

RESOURCES

AN INTRODUCTION TO PORTFOLIOS
BARBARA MARR, THE MASSACHUSETTS CENTER FOR CAREER AND TECHNICAL EDUCATION, LEXINGTON, MA - 1996.

CAREER DECISION-MAKING SYSTEM
T. HARRINGTON, A. O'SHEA, AMERICAN GUIDANCE SERVICE, CIRCLE PINES, MN, 1992.

H. ENTERPRISE
HELEN EDWARDS, COLORADO SPRINGS, CO, 1995.

HOME ECONOMICS CURRICULUM
PINELLAS DISTRICT SCHOOLS, PINELLAS, FL, 1985

THE JOB HUNTING HANDBOOK
DHALSTROM & COMPANY, HOLLISTON, MA, 1995.

NATIONAL CAREER DEVELOPMENT GUIDELINES
NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

OCCUPATIONAL CLUES
J. MICHAEL FARR, JIST WORKS, INC., INDIANAPOLIS, IN, 1993.

SCANS REPORT
U.S. DEPARTMENT OF LABOR

SCHOLASTIC CHOICES MAGAZINE
VOL. 9 NO. 5 JEFFERSON CITY, MO. FEBRUARY, 1994.

SCHOLASTIC FORECAST MAGAZINE
ENGLEWOOD CLIFFS, NJ, 1977.

SKILLS FOR A LIFETIME
KELLY MCCAUSLAND, PAULA STYLES DEPARTMENT OF EMPLOYMENT & TRAINING, BOSTON, MA.

TEEN LIVING
PRENTICE-HALL, ENGLEWOOD CLIFFS, NJ, 1991.

YES I CAN . . . GET THAT JOB AND KEEP IT - TRAINEE WORKBOOK
RPM PRESS.

RESOURCES - CONTINUED

YOUR FIRST INTERVIEW
THE PRINCESS CO., VANCOUVER, WA, 1991.

YOUR FIRST JOB
THE PRINCESS CO., VANCOUVER, WA, 1991.

MEDIA SUPPORT

BECOMING INDEPENDENT: "LEARNING TO SUCCEED ON YOUR OWN" -
VIDEO SERIES: **YOUR FIRST JOB** & **YOUR FIRST INTERVIEW**
CAREER DEVELOPMENT SOFTWARE, INC. THE SCHOOL CO. VANCOUVER,WA

BODY LANGUAGE - AN INTRODUCTION TO NON-VERBAL COMMUNICATION VIDEO. THE LEARNING SEED, LAKE ZURICH, IL.